WELLESLEY NEWS

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ET To Present Play Duo: "The Chairs," "The Bald Soprano" by Eugene Ionesco

Eugene Ionesco's **The Bald Soprano** and **The Chairs** are the season's first offerings by the Wellesley College Theatre. These avant-garde absurd plays captured Paris and altered the face of the contemporary theater when they were first produced in 1950 and 1951.

Craig (Copper) Coggins '68, president of the Wellesley College Theatre Club, will direct the productions. Susan Alexander '69, will assist. Performances will be Nov. 3 and 4 at 8 p.m. in Jewett Auditorium. Tickets are 75c, 50c for College students.

Tragedy of Language

The Bald Soprano has been called a tragedy of language. It parodies the emptiness and absurdity of the lives of two middle-class English couples. The play is a riotous sequence of pious commonplaces, uttered with sublime indifference to their banality. The play's ridiculous dialogue demonstrates Ionesco's contention that language is the prime means by which we alienate ourselves from each other and from reality.

"The characters do not have character," stresses Copper. Her ending will emphasize that the language disintegrates because the people's lives are hollow.

Ivy Dreizin '70 and Steve Marx play Mr. and Mrs. Martin; Denise Cohen '71 and John Murnane, Mr. and Mrs. Smith. Elizabeth Gray '71 is the Maid and Roger Barnaby, the Fire Chief. Pamela Booze '68 is the production stage manager.

Legacy to Humanity

In **The Chairs** an old man and an old woman await the arrival of important guests (all imaginary) who have come to hear the message the old man has long prepared as his legacy to humanity. The stage is gradually filled with chairs for the visitors, all of whom are sensibly present to the old couple.

Mrs. Martin, played by Ivy Dreizin '70, registers blank amazement in ET's production of Eugene Ionesco's "The Bald Soprano." Photo by Nancy Eyler '69.

Ionesco's surprise ending is characteristically ironic and superbly theatrical. The play is a tour de force for actors, as it is carried by two people. Nancy Young '68 and John Murnane play the aged couple.

Less Pessimistic

The Chair is less pessimistic than **The Bald Soprano** in that the focus is on the human predicament.

The old couple has been kicked out of the "garden" and no one will let them into the city of Paris (i.e., paradise). Copper stresses the necessity of audience involvement in order to feel the tragedy of this couple who are representatives of mankind.

Senate Discussion of Parietals Emphasizes Rights, Flexibility

The conflicting concepts of the individual's right to privacy unlimited the discussion at Senate's meeting Oct. 24. Belle Hinning '68 CG president, introduced a three-part proposal to extend parietals in Wellesley dormitories. Consensus could only be reached on one facet of the proposal.

Pending approval of the heads of house and cooperation of the College security forces, Senate will probably move at its next meeting that the Greylock be amended to extend the hours men are allowed in the dormitory. Amendment one, on page 58, would then read: "Outside guests may be in the dormitory until 1 a.m. Sunday through Friday, and until 2 a.m. on Saturday nights. Freshmen are permitted to entertain guests until 1 a.m. A three-fourths vote in the individual dormitory will be necessary to establish the use of this privilege throughout the year, except during exams."

Other Extensions

Senate was forced to postpone definitive action on other hours extensions. Individual rights and privacies, in social situations and in the dormitory, constituted the greater part of the debate which followed proposals that Senate legislate a broad, potentially-liberal amendment permitting men in student rooms. This framework would then ideally be constructed by each individual dormitory to meet the demands of its students. Again, only a three-fourths vote of the dormitory can validate the privilege.

Parietal hours will be discussed at the next Senate meeting. In the meantime, heads of house, and security officials are being consulted. The full committee by Senate initiated student enthusiasm for an extension of parietals.

Bunny Lowe '68 presented suggestions for changes in the College Court structure, and the reasons for the proposed changes. She also presented her reasoning for maintaining the Court system as it stands with elected representatives and closed cases. Senate voted to accept Bunny's proposal that the Court structure not be changed this year. The chief justice received commendation from Senate for her work on the Judicial Guide which was distributed to all students for the first time this year. Bunny also stated that she would make available in the library the record of all previous court cases.

The Constitutional revision of SEC was accepted by Senate. The SEC chairman will be elected by members of the committee who have attended four meetings. The Friends of Economics also received Senate's recognition.

Haggin to Discuss Shaw As A Critic

B. H. Haggin, record and music critic, will speak at Wellesley College Nov. 7 on "Shaw as a Music Critic." The lecture, sponsored by the English department, will begin at 8 p.m. in Jewett auditorium.

Haggin is presently music and ballet critic for the **Hudson Review** and reviews records for **Commonweal**, **The Yale Review**, and **Hound and Horn**. Previously, Haggin was record and music critic for the **Nation**. Haggin has published several books dealing with music. Among them are **The Book of the Symphony** and **Music for the Man Who Enjoys Hamlet.**

Social Psychology Professor Pettigrew To Examine American Negro Revolution

Thomas Pettigrew, associate professor of social psychology at Harvard, will discuss "The American Negro Revolution: A Social Psychological View" Nov. 6, at 4:15 p.m. in Pendleton Hall. Mr. Pettigrew will examine the relationship of social psychology to the recent changes in American Negro and white attitudes concerning the problems of integration. At 7:15 that evening he will be in the Beebe living room for informal discussion with interested faculty and majors in psychology, sociology, political science, and economics.

Pettigrew is presently conducting research on variables which affect school desegregation in the south. **Boston: Negro Neighbors Banned in Boston** and **Profile of Negro America** are among the books he has written. He is also the developer of the National Educational Television film, **Epitaph for Jim Crow.**

Pettigrew is president of the Society of Psychological Study of Social Issues, a consultant to the United States Commission for Civil Rights, and an advisor to the United States Office of Education.

History Department Conducts Colloquia: Seninars For Freshmen, Sophomores

New to the Wellesley College history department this year are three freshmen - sophomore colloquia designed to bring to the underclassman the opportunity for a seminar experience. The first of these colloquia being conducted this term is a study of "Henry VIII and the Tudor Reformation." The section, six freshmen and six sophomores, meets under the leadership of John Scarisbrick, a visiting scholar from Britain.

Edward Gulick, professor of history and chairman of the history department, hopes that the colloquium will be the beginning of a "Wellesley breakthrough." According to Gulick, the new colloquia are intended to narrow the time lapse between the excellent seminar experiences that many Wellesley students have had in high school and the upperclass seminars that exist now.

Students come to Wellesley excited, Gulick says, but then enter large survey courses, which may be repetitive of previous studies. The result, says Gulick, is that the first year becomes "not only one of disillusionment, but one of disappointment" as well.

The new seminars are designed for groups of students with diverse interests, Mr. Gulick explains. They are neither expressly for history majors, nor are they to be an inducement for people to major in history. The colloquium is to provide a goal "history experience." There is special emphasis on methods of research and on discussing thoroughly a narrowed area which is at the same time important and interesting.

Student Reaction

Peggy Duhamel '70, a member of Mr. Scarisbrick's discussion group, describes her reaction to the class. The students meet on Wednesday afternoons from 2:50 to 5:20 in a relaxed atmosphere of "very natural" discussion. The course material is "very flexible," the students discussing at greater length those things that interest them most.

Students may do original research using manuscripts of the period found in the College library. Peggy especially emphasizes the history lack of an "artificial" or forced atmosphere during the presentation of student reports or the general discussion. "You feel as if you are in the process of discovering something," Peggy says, "not just learning 'old' facts."

Colloquium in Curriculum

The other seminar topics for this year are: "The ideas and institutions of learning in the 'renaissances' of the 9th, 12th, and 15th centuries," led by Mrs. Eleanor McLaughlin; and "The abolition of slavery in the West Indies in the 19th century," led by Mr. Peter Marzahl. Both of these colloquia were originally scheduled for third term, but because of over-application, Mrs. McLaughlin will teach her class second term and repeat in third term.

Students interested in majoring in history may not substitute a colloquium directly for history 100 or 101. By taking a colloquium, a student may validate the basic requirement if she takes a 200 level survey course which covers the period of history studied in the colloquium. One may validate the history 100 requirement, for example, by following the Henry VIII colloquium with history 213, the survey of English

GENERAL PETITION

Ed. note: The following petition has been circulated this week among the members of the class of 1968. It was presented to the Ad Hoc Committee last night, bearing the signatures and major departments of 351 members of the 395-member senior class.

To the Ad Hoc Committee:

Recent departmental meetings have made it apparent to students and faculty alike that the present system of Senior Major Examinations constitutes neither an opportunity for students to conduct a thoughtful review nor a meaningful method for the faculty to evaluate a student's competence in her field.

We, the members of the class of 1968, in order to benefit from the constructive alternatives presented at these meetings, propose:

1) That the Senior Major Examination be eliminated as a degree requirement, and

2) That the structure of 340 be placed within the jurisdiction of the individual departments.

We urge the Ad Hoc Committee to present this proposal to Academic Council for immediate decision and we ask that the committee inform us of its actions as soon as possible.

German Art

The Busch-Reisinger Museum, Harvard University, will present a Gallery Talk by Mrs. Hugh Mattheiws on "German Abstract Art", at 3 p.m., Sun., Nov. 5.

Africa Today

Gwendolyn Carter, director of the Program of African Studies at Northwestern University and former member of the Wellesley faculty, will lecture on "Southern Africa: Crumbling or Consolidating?", Wed., Nov. 8 at 8 p.m. in Alumnae Hall.

Miss Carter, a political scientist and author last spoke at Wellesley in 1960 when she participated in a symposium on Africa, moderated by The Honorable Ralph J. Bunche, under secretary for special political affairs of the United Nations.

The lecture is open to the public and there is no admission charge.

Scholarship Applications

Financial aid applicants for next year at Wellesley may obtain forms in the financial aid office, 35t Green Hall, between Nov. 1 and 15. All applications are due November 30.

The Time Has Come

The impromptu petition to the Ad Hoc Committee which circulated among members of the class of 1968 this week (see pg. 1) demonstrates the sense of urgency and concern with which students view the senior major exam. It reiterates the consensus which became apparent at the department meetings of faculty and majors that generals and 340 should be changed, and emphasizes that seniors want to benefit from this change.

The petition is specifically meant to give the Ad Hoc Committee a working proposal for discussion, as well as to impress upon the faculty as a whole how many seniors feel that the proposal should be implemented this year.

Unless debate on the exam is opened at this month's Academic Council meeting, the upcoming exam and vacation period may so delay faculty discussion that their final decision on the matter will come too late in Term II to be effective this year. And although the impetus for bringing the discussion to Council need not come from the Ad Hoc Committee, we feel that their recommendation is the logical take-off point for Council debate.

While we realize that the members of the committee are already working overtime to prepare their initial report on the curriculum by early December, and that giving the 'generals issue priority at this time will exert even more pressure on them, we feel, along with the class of 1968, that the question of the senior major exam calls for immediate attention. The committee already has the facts to consider the issue; student and faculty sentiment about it was officially communicated to the committee at last week's meeting. Moreover, while faculty members disagree about other facets of the curriculum, they seem to be in substantial agreement about the need to change the present examination system. For this reason, it seems appropriate that Council consider generals as a separate issue.

We therefore hope that the Ad Hoc Committee will respond to the seniors' request for immediate action by presenting to Academic Council at the time of its November 16 meeting the senior petition and the Committee's recommendation concerning the general exam.

Required Lectures

Included among the major curricular changes instituted with the three term system in 1965-66 was the requirement that every student take two units, and not more than two, from special extra-departmental lecture courses.

According to Miss Virginia Onderdonk, Dean of the College, the reasons for this innovation in a college which has always prided itself on its small class size and the discussion this encourages were:

1. In a college where a majority of students have done most of their work in standard classes of between 15 and 30 students, it was felt that there would be a value in varied kinds of work. The independence of 290 was coupled with the freedom of few written assignments in the lecture course. It was valued, not so much as a lecture course *per se*, but as a course without any conferences, where the student must draw the connections between reading assignments and formal lectures, without leaning on the instructor.

2. The belief that there were areas of which students should become aware, and which were generally not elected by students. Africa and China fell into this category. The importance of scientific ideas in modern society, and the recognition of the Hellenic strand as a major part of the western intellectual tradition, form the basis for the other courses.

Faculty members also cited the hope that a required course would provide a common core for discussion among students either too intellectually apathetic or involved in their individual majors to discuss anything but their mail over lunch.

Slightly over two years since the inception of the lecture courses, the attainment, or even the desirability of the attainment, of these aims is open to question.

The freshman who chose a small undergraduate college for its comparatively intimate classes and finds herself in art 100, physics 100, extradepartmental 101, and psychology 101 may indeed question the value of impersonality. Granted, most ordinary large lectures do mitigate anonymity with labs and/or conferences. One may nevertheless find the interactions in a 40-student lab as impersonal as those in a large lecture. Moreover, psychology 101 and art 215-216 immediately jump to mind as lectures as "pure" as any fulfilling the requirement. The fact that a student can exempt a lecture course by doing the reading and taking an exempting exam course without ever sitting through a lecture, casts further doubt upon this part of the rationale.

Admittedly, the gap in the average student's knowledge of non-Western areas is as great as the need for it. Yet a twelve-week course, especially one committed to examining a general topic with the methods of several disciplines, smacks strongly of a sort of promoted dilettantism, a "Current Problems for Young Ladies" approach. Are there not other equally important social problems confronting us? Or is the determination of importance founded in part upon availability of faculty?

The third aim, too, has had doubtful success. Students disgruntled at being forced to take a course still discuss their mail at lunch.

The faint unpleasantness of teaching or taking a required course is obvious. The lecture courses, however, carry their own set of inherent problems. It is questionable whether a 70-minute period is suited to the kind of anonymous frenzied note taking fostered by lectures. A professor accustomed to teaching small discussion groups for many years may not be the best lecturer in the world. Finally, the vastly different backgrounds of students, especially in the upperclass courses, create problems. How does one lecture to both the economics major and the girl who has never heard of Keynes; the physicist and the girl who has not yet completed her science requirement, without boring one or losing the other?

Beneath the wobbly structure of explicit motives lies another reason, commonplace knowledge to the faculty. At the same time that lecture courses were instituted, the size of English 100 sections was drastically cut, and teachers were freed to advise 290, without any appreciable increase in faculty size. Elaborate calculations found that the trimester system would produce undesirably large numbers in certain classes, and lecture courses would siphon off the extra students.

This is not necessarily objectionable. We do take issue, however, with the hypocrisy involved in publicizing only the altruistic, pedagogical motives, no matter how sincere they may be.

The question then arises of "Is it worth it?" Is a class size of 20 instead of 25 worth the price of yet one more required course, even with the sugar-coating of pass-fail?

We strongly urge the College community to seriously weigh the losses against the gains. The interdisciplinary method has unquestionable merits, arising from the broad considerations with which it deals.

The lecture courses *should* be retained. Whether as lecture or discussion-lecture would depend on professor, material, and class size. But that they should be *optional* is certain.

The Reader Writes

Price of Bread

To the editor:

The campaign to raise money for a fifth crew shell is now in progress. As this year's student head of crew, I wish to urge everyone at Wellesley College to contribute in this fund which has been started to provide the rapidly expanding Wellesley crew program with another shell.

This fall 132 girls came to the boathouse for A.A. crew. 81 of them came at least 3 times to qualify for the inter-dorm races. Both of these figures were records for a fall crew season, and meant that there were seven full crews competing for the use of the four shells in the week of strenous practice before the time trials. A new shell is need to alleviate the heavy use they are put to, and to give Mr. Lombard some time to work on them during the crew season.

Students have never been charged for taking class or A.A. crew, yet crew uses the most expensive equipment of any sport offered at Wellesley — expensive in capital outlay and upkeep.

All contributions will now be gratefully accepted by crew dorm reps, or send a check payable to Wellesley College to Kay Evans in Butts.

Sincerely,
Marion H. Swett
head of crew

Crew Collection

To the editor:

Civil Rights and SDS have had a problem, and we would like to know about the "channels" through which we can solve it. This October both groups had guest speakers who addressed publicized meetings open to the entire community, and who charged no fee for speaking. However, both speakers attended dinner in the dormitory, and our organizations are now seven dollars in debt to Wellesley College for their meals. Needless to say, we have better things to do with this money.

We wonder why there is not a way in which speakers can eat free in the dormitory. Considering the preferential treatment given to high-ranking official speakers, this seems the least we can do for people who speak here free. We urge SOFC, Mrs. Tenney, the dietician or whoever rules this sphere to take action on this small but troublesome problem immediately.

Abby van Alstyne '68
Sue Ellen Tatter '68

News welcomes letters to the editor on topics of current interest to the College community. Letters must be no more than 40 lines long, typed double space with 10-80 margins, and must be received in the News office no later than noon on Monday of the week of publication. The editors reserve the right to print only a representative selection of opinion. Letters exceeding the specified length or received after the deadline will not be considered for publication.

Platonic Dialogue

How Does Our Garden Grow?

by Nancy Ross '69

(Earnest dialogue between two Wellesley girls this afternoon in the Academic Quadrangle:)

Railea: Hi.

Flora (assuming Railea wants to publish generals as well as large lecture courses, distribution requirements, required courses . . . as people who greet Flora coming out of Green Hall invariably do): What would you substitute for the general? To wrap up you know four years of you know your major?

Railea: Huh?

Flora: Like you know a final in 340? Tutorials? Senior seminars?

Why?

R. (theatrically whomping her notebooks and papers across the green grass with a resounding cry): Why? Why prune this tangled educational plant instead of weeding it or - - or pulling it up by the roots? This need for collecting and connecting is but a natural outgrowth of a four-year assortment of courses within one of our (sneer) neatly labelled compartments. Natural outgrowth of an artificial system.

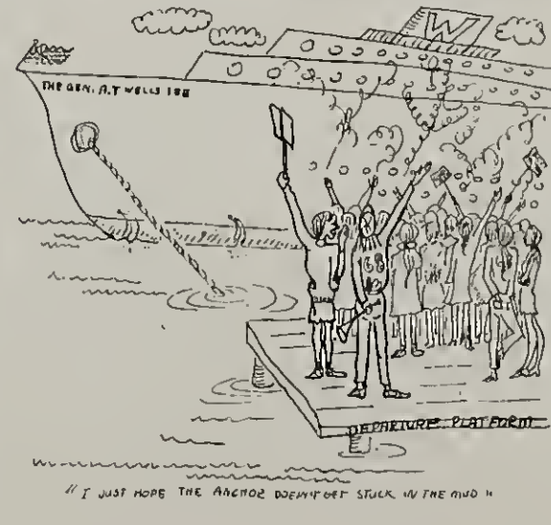
F: I take it you're knocking the system of departments and majors? But how else are you going to structure learning? Our minds make sense of our world by discovering its patterns — the ordering, right? I think we also require a certain focus through which learn-

(Continued on page 6)

♣ MINDBENDERS ♣

"There are those who would always rather be Red than dead, who do not mind seeing small nations gobbled up. They would almost rather be anything but responsible. What do they know, these bearded oafs who listen to the strumming of inglorious guitars? To be loved is not the end of greatness."

Dr. George R. Davis, in a sermon Oct. 22 at a church service attended by President Johnson.



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M.B.T.A. Renovates Itself

by Jane Canter

Bostonians can boast of the oldest underground transportation system in the U.S., dating from 1897. Age alone, however, is a poor qualification for distinction, particularly when the condition of the system is so indicative of its age. More than 12 MBTA stations are presently being refurnished. Looking at the exciting range of plans, drawings, and models at the Institute of Contemporary Art exhibition, Bostonians can see that they will soon have more to boast about than the age of their transit system.

Examples of all aspects of the MBTA's modern image are featured in Design in Transit, an exhibition open to the public through Nov. 12 at the Institute of Contemporary Art on Newbury Street. In the show there is even a five-ton full-size model of the proposed transit car for the new South Shore extension of the MBTA. The exhibition, sponsored by the Institute with cooperation from the MBTA has been designed and assembled by Cambridge Seven Associates, the architects and designers who recently gained recognition for their design of the U.S. exhibition at EXPO 67.

A Graphic Image

Cambridge Seven Associates have developed the new graphic image for the system, including the already familiar "T" symbol. They also designed new standard equipment from turnstiles to lighting fixtures.

A 9 billion dollar grant from the Federal government is helping to cover to cost of modernizing 40 transit stations. Many of New England's leading architectural firms are working on stations, following the design guidelines set up by Cambridge Seven Associates. Samuel Glaser Associates are responsible for the Quincy Center Station, the largest single station in the MBTA system. It will incorporate a 650 car parking garage and retail space at ground level. Planners hope that the station will "play a powerful role in community development."

"Atmosphere"

Speaking at a recent gallery talk, Paul Dietrich of Cambridge Seven Associates, stated that the design intention is to "improve the quality of the space and give the people more than just hardware—not just signs, but also atmosphere." His firm was working on North Station, the Central Square Kiosk, and Arlington Station.

Public transportation in greater Boston is projecting a new image. The image is a part of the physical re-design of the Massachusetts Bay Transportation Authority — including remodelled stations, new transit cars, and probably most useful to the visitor to Boston, a completely new directional system of signs, maps, and graphic displays.

Anyone who has ever tried to get anywhere on the MBTA will surely attest to the fact that clear directions and route maps were almost non-existent. Now, at the Design in Transit show, one can see new signs, maps, and markers which are being introduced into all aspects of the large transit system.

Visitors to the "Design in Transit" exhibition at the Institute of Contemporary Art inspect some of the new color-coded MBTA directional and route signs.
Photo by Bill Wasserman

Color-Coded Maps

For example, there is now a concise and color-coded subway route map. The Red Line runs into Harvard Square, and will eventually link up with the South Shore extension. Soon the signs in each station on the Red Line will indicate that the station is on that line, and not on the Green, Blue, or Orange Lines.

All buses that terminate at a Red Line Station will have destination signs on the front and a red line around the sides and back. Moreover, in addition to the color codes, bus routes will be numbered. Therefore, in Boston, just as in London, where routes are numbered and the Underground lines are clearly named, one will be able to give simple and accurate directions such as "take bus 24 to stop X, where you take the Blue Line to stop Y."

Face-lifting

The Arlington Station, two blocks from the Institute, has already had its face lifted. The process was long and difficult as work there was not permitted to interfere with normal traffic flow in the station, which remained open 24 hours a day. As a result, much work had to be done between two and five a.m. Designed by the Cambridge Seven Associates as a prototype for other stations, Arlington shows the new range of materials and graphic work which will appear elsewhere.

Among the most striking aspects of the station are the huge black and white photo-murals which depict scenes from the area above the station such as the swan boats from the Public Gardens. The Institute exhibition includes examples of the murals. Not only do they provide attractive wall decoration, but even more importantly, they relate the underground station to its aboveground location, and acquaint passengers of all ages with the major interests of the area through the direct mode of visual communication.

Colored Tiles

Also in the Arlington, the designers have used color to further orient the traveler to the transit route. They have covered the end walls with tiles — red and orange tiles indicating the station's inbound direction, and green and blue tiles indicating the outbound direction.

Perhaps the most needed orientation devices are the huge neighborhood maps that planner are developing for each station. Such maps will provide the passengers with useful information on the physical layout of the whole area, and all transit routes which service it.

No Ads in Cars

The proposed MBTA car, also on exhibition, features a carpeted floor, individual leather-looking area. Possibly its most striking feature is the elimination of advertising. Dietrich remarked that the lowered ceiling and softer lighting in the car will provide an environment in which commuters can easily read newspapers or business materials. Although it is true that many commuters will ride in the car, it will also make local stops along the Red Line for those who will make shorter trips.

Laughter, Violence of 'Bonnie and Clyde' Produce Entertainment Experience

By Ann Sherwood '69

I saw "Bonnie" and "Clyde" at a Halloween costume party last weekend. They had bullet holes in their clothing and dried blood stains on their bodies. I asked "Clyde" if they had used real blood, but he said it was only water colors and flour, which make me squirm. The party-goers laughed at the toy machine guns and kept laughing until someone was hit with something from "Bonnie's" other "toy" gun. And as these masqueraders were truly like the "real thing" Arthur Penn's movie Bonnie and Clyde makes you laugh at their guns until they violence is the meaning in Bonnie and Clyde.

It is an exhausted, silent audience which leaves the theater after two hours of Bonnie and Clyde, half of the viewers seem excited about the script created by David Newman and Robert Benton, and exhausted because they have so thoroughly experienced every emotion Faye Dunaway and Warren Beatty express as Bonnie and Clyde. The other half of the audience is exhausted from sheer terror and repulsion at the distressing accuracy of the events.

On the American Plan

I was part of the enthusiastically-exhausted faction. What Penn has done to the depression-motivated (perhaps) family-style crime is as significant as what the American plan did for family vacations. He has captured a way of life; it is totally American, and it is Art — not as creation, but as

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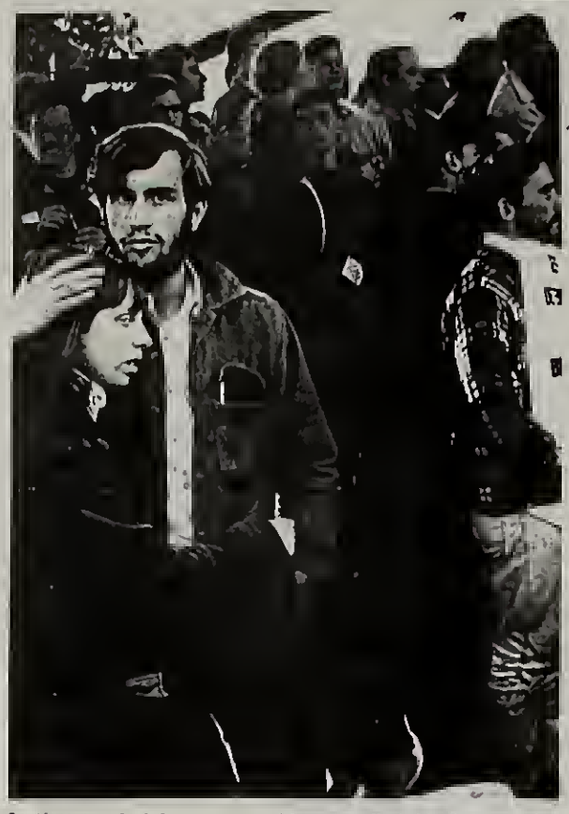

Gentleness, and wisdom, sorrow and fear are reflected in the expressions evoked by a timeless moment during the Washington March.
Photo by Caldwell Hahn '70

Between the Lines

Radicals Start News Service

by Dorothy Devine '69

Wellesley student #1: "How was Washington?"
Wellesley student #2: "It was awful. The cops were really brutal. People got their heads cracked all over the place."
#1: "Oh, come on. Aren't you exaggerating?"
#2: "Listen, I was there."
#1: "I think you're too emotional about the whole thing. I didn't read that in the newspapers."

• • • •

Asked why he was not filming an MP who was exhibiting a seated demonstrator, a news photographer said: "My assignment is to look for draft-card burnings."

• • • •

Events happened in Washington which were not reported by the standard media: AP, UPI, NBC, ABC, CBS, and the major newspapers. People who were there, myself included, know that they happened and feel that they were some of the most significant incidents of the weekend. For the first time, many of us understand precisely how large are the gaps in the standard news coverage.

Marshall Bloom (editor, Amherst Student '65-'66) and Ray Mungo (editor, Old News, '66-'67) are a couple of guys who are trying to fill these gaps by launching their own press service, the Liberation News Service.

Last Friday before the march, I went down to Washington to meet with Marshall and Ray and to represent Wellesley News at the first organizational meeting of LNS. Present at the meeting were 200 representatives of college, political, and underground newspapers which had been receiving LNS releases since the project's birth two months ago.

Alternative Network

In their efforts to provide an alternative network of news communication, Marshall, Ray, and the LNS staff have researched and released stories about events which they feel have been inadequately covered by the standard media. They are frankly political in orientation, seeking relevancy, honest about their bias. Contacts have been made both with sources of information and with organs for its dissemination: the political press, the college press, the underground press.

Sources abroad have provided some of the best LNS material so far. Ray recently attended a meeting of 40 Americans and an equal number of North Vietnamese and members of the National Liberation Front at Bratislava, Czechoslovakia. (See News Oct. 5 for the LNS article on that meeting.) LNS has also obtained five press passports to Cuba and plans to send reporters there this fall to report on social and economic conditions.

Finances

Until now, LNS releases have gone out without charge to about 70 papers with a readership of two million. One of the purposes of the Washington meeting was to discuss finances and the possible establishment of a subscription fee for the service and/or a cooperative advertising service to provide funds. Also to be considered were possible directions for future growth, such as a research bureau, the goal of which would be meticulous evidence, intelligent analysis, and lively reporting of those issues and events neglected by the "established" press.

Marshall arrived at the meeting in scarlet trousers and an ancient British naval officer's coat, resplendent with gold braid, as flamboyantly dressed as many of the constituents, a large percentage of whom were from hippie publications. He opened the meeting by ceremoniously burning his draft card: "I've been carrying this thing around an awfully long time." He outlined the possibilities for discussion, then yielded the floor to a representative of the East Village Other clad in bright colors and patterns of the American flag. This gentleman stressed the importance of LNS releases to underground papers, whose coverage of urgent political and social issues, he feels, should be improved.

Anarchy

Many of the people at the meeting were avowed anarchists. Perhaps it was optimistic of me to expect them to get together. They did not. At no time, during the two hours of chaos which ensued, was consensus reached. Periodic attempts to assert leadership, by Marshall, Ray, other LNSers, and delegates from the floor, merely created in their wake new expressions of each person's 'thing' in reaction to the last. One person suggested a motion: that an organization, to remain nameless for the time being, should be formed. This, I naively thought, was the most self-evident of propositions; certainly a motion that would gain considerable support from the floor. But it was a 'motion', and no one wanted to follow Robert's Rules or Order. Why did people who came together to communicate, need rules, anyway?

Through all this underground filmmaker Kenneth Anger Scorpio Rising wandered, spouting off paranoid delusions. He introduced to the delegates the FBI agent he had spotted (who looked quite sheepish, by the way); ran out and bought hundreds of plastic sunglasses as a protection against the aerosol-can nerve gas MACE which, according to Anger's "inside information', would be used against the Washington marchers the following day; kept interrupting with malignant bee-like squawks: "You'd better stop this fooling around and talk about what you're going to do when you get beat up tomorrow!", "Everyone's walking out! Sixty nine people have walked out of this room in the last 20 minutes!", "I know, I know, that a rich liberal New Yorker who planned to give a big contribution just left in disgust!" "To help us get Halloween noisemakers." The hippies evicted Anger from the afternoon session which was on the Underground Press Service.

In the end, it became clear that the mails, rather than large meetings, were the best medium for settling the organizational problems of LNS. Marshall and Ray had tried, but failed, to create a democratic, member-directed, organization. Their centralized leadership will probably continue, along with their mailed releases. And somehow, having seen the members, it seems better this way. If LNS is able to remain afloat financially, it can help establish a network of news communication between and about those interested in social change in America and abroad.abroad. The prospects are exciting, especially to those of us who feel that extremely relevant and news-worthy situations have not been given consideration and interpretation in the standard press. I, for one, look forward to being able to read LNS stories about the progress of community organization in the ghettoes, about the plans of revolutionary movements throughout the underdeveloped world, about what actually happens in this country when anti-war demonstrations confront the police, about social and economic conditions in Hanoi, Peking, and Havana.

Washington Marchers Analyze Impact of Pentagon Experience

by Thorne Dreyer

WASHINGTON, D.C. (LNS) The gala Pentagon confrontation, long billed as a move from "protest to resistance," was a dramatic and intense political event. Many had been dubious; few can now deny that a new stage is upon us.

Many feel that the new left has become relevant to the black movement. At a press conference for the establishment media, John Wilson, associate national chairman of SNCC, said: "This demonstration proved one thing to white Americans — that this government will whip you, too. During this anti-draft week, at Oakland, at Madison at Brooklyn, at Washington — Black America has gained new respect for the white left. There are going to be dramatic changes in the movement."

Festival Atmosphere

At the present . . . Diggers started bringing in food, and joints were in evidence. A real festival atmosphere was in the air. People laughed and hugged the soldiers.

We began to talk to the troops on the mikes. We said we're on the same side. It's those generals, those officers that make you come out here and stand in the cold and beat on us, when that's not what you really want to do . . . It's not you we're against it's those generals those guys in that Pentagon who keep making wars.

Around the Fire

Look at us . . . We're digging each other. And we're doing something that we believe in. Won't you join us? WON'T YOU JOIN US? . . . Meanwhile numerous campfires had been started. Originally it was just draft card burning. First one, then a few, and then everywhere, in all directions, hundreds of draft card torches. Dozens of little bonfires were created all over the Pentagon lawn. Guys ran out of draft cards so they threw on paper and then they took down the rope fences that were supposed to have kept them out and burned the wooden supports which they obtained by using the ropes to scale walls. As it grew darker and colder, many huddled around the fires, telling stories, talking strategy, singing.

Second Phase

The second phase of the demonstration was pretty much a bad scene. And I'm not sure why. For one thing, they kept changing the troops. Whenever we'd start really talking to guys, they'd move them out. Maybe they finally brought in their "crack" troops. Lots of people left. It got dark and cold. But this is most important: there was a tactical vacuum. We were in a box.

Suddenly we were defensive and scared. We sang "We are Not Afraid." Earlier we did not have to sing it. There was no communication with the troops now. We chanted "Join Us!" and "We Love You" and it was meaningless rhetoric.

The cops began to get really brutal, moving into the group in a wedge and smashing heads with billy clubs. These beautiful little hippie chicks had tears streaming down their faces, but they weren't about to move. These kids were really brave. And I began to resent the 'super militants' who created so much pressure to stay.

People have to come to terms with what violence means. It's not something to goove on and cleanse your soul with. Using violence in a situation where you do not have instruments of violence, or at least an equal strategic position, is insane. It is poor guerrilla strategy and it is likely to get you killed.

Other Accounts

Another demonstrator, Richard Wizansky of Boston, told LNS: "It seems that the strategic wedge with which the military attempted to divide the lines was under orders to randomly pull demonstrators and beat them, and arrest them. There was nothing but the wanton violence of an institution committed to violence."

The account of Chuck Crouse of Hartford, Conn. supports Wizansky's statement: "Late in the evening, the soldiers began a tactic of inching forward almost imperceptibly, to squeeze the sit-ins back. When the soldiers came in contact with the front rank, a white-helmeted U.S. marshal would accuse the demonstrators of crowding the soldiers. Eventually, someone on the front line would make some movement, if only to give ground. He would be clubbed by three or four soldiers with rifle butts, then dragged through the line to a paddy wagon. I saw this happen in more than a dozen instances, with two or three sit-ins beaten and dragged away in each instance."

Now I don't want to give you the wrong idea about what happened. Soldiers beat people. Brutally. Much, probably most of, the beating came from Federal marshals, but GI's did a lot, too. And it certainly wasn't all love and flowers from our side. There were people who baited the soldiers, threw objects at them.

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Liberation News Service

Mimeographed copies of all Liberation News Service releases will soon be available at the SDS table in Founders. Contributions to help Wellesley News continue its subscription to LNS should be made out to: Marshall Bloom, Liberation News Service and sent to: Susan Sprou, Freeman Hall.

Leadership Conference

"Opportunities Unlimited", a program under the sponship of the Massachusetts Republican State Committee will hold its first full-day meeting Sat., Nov. 4 in the George Sherman Union at Boston University.

Charles H. Perenick, administrative assistant of the state committee and the state coordinator for "Opportunities Unlimited", said: "This program is designed for the college student who possesses leadership qualities, and its primary objective is to show our future leaders what opportunities are available in public service. It is definitely a non-partisan conference; Democrat and Independent leaders are encouraged to take advantage of this great opportunity."

The program will consist of three panels. Top-notch leaders in the fields of communications, government and politics, business, the professions and the social services will be addressing the students at this seminar.

Soldiers, Protesters Interact at Pentagon

(Ed. note: The following is taken from the Liberation News Service account of the Washington march and the Pentagon confrontation. The LNS asked several GI's to give their points of view about the demonstration. What follows includes portions of the transcript of statements of two GI's, whose names were omitted for their protection.)

The GI's said: "We went out there the day of demonstration and everybody has been briefed completely by letters from the higher-ups, and we had to listen to a briefing on your permit saying what you could and couldn't do. . .

We were directed not to use any tear gas, and anyone using tear gas unless they told us to would be court-martialled. Also no one was to use any violence whatsoever, this is a court-martial offense too. . ."

However, Jed Stout of UPI said that he saw "a single MP take a canister from his belt and roll it into the crowd at their feet." LNS also states that "Pentagon officials denied that any tear gas tanks of any kind had been issued to soldiers or MP's at the demonstration and said that none were carried by soldiers or used."

The GI's continued: "There were stragglers all along the way, people I guess, going around to the back and there were ambulances roming through, and we went out there pushing people back and I looked and there was a sergeant behind me and all of a sudden he jumped through the line and he ran out about six feet ahead of the line of restraint and grabbed hold of this character standing out there and jerked him back behind the line and the next thing I know I turned around and looked and this sergeant was beating him.

The fellow didn't do anything he was stumbling there slowly backing up. He wasn't saying anything violent. Nothing.

Later in the evening I was standing on a hill down in the bushes and the sergeant came by and I got to talking to him and I said, "Well, how about you, you jumped out of the line and grabbed that fellow, so what did you do that for" and he said,

"Oh, I just didn't like his looks." So I said, "Well, just because you didn't like somebody's looks doesn't mean that you can go against orders, you have a card (orders) in your pocket just like everybody else. You know that's a court-martial offense?"

He said, "Have you ever been to Vietnam?" I said "No." He said, "Then you wouldn't know."

I think around 40 percent of all the military is in favor of your demonstration. This is a big point that I have found. They go out there and around 30 percent are just out to hurt anybody beat anybody up that they can just because they have a rifle and all this other stuff. However, 30 percent of them are sort of serene about the whole thing and they couldn't care less. They have a job to do and that's all. . .

Marshall Bloom, of the Liberation News Service, said in a release about the defecting soldiers, "At least two, and perhaps three, American military men in the line of troops at the Pentagon took off their helmets, laid down their guns, and joined the demonstrators sitting in on the Pentagon steps, Sat., Oct. 21."

The fate of the demonstrators is unknown, since the Pentagon denies their existence. "There were no defectors. We have no AWOL's; no one is missing," stated a Defense Department press spokesman."

A witness to the defection, Denise Oliver of Hollis, New York, stated: "Suddenly, one MP put down his gun and leaped into the crowd and was absorbed immediately. He was given clothing and a hat to disguise him from the people who were searching for him with floodlights. . ."

The impact of the demonstrators was seen in quiet, less definite, ways, according to the LNS. Alexander Wilkinson, of St. Paul, Minnesota, witnessed the following scene after the announcement of the defectors:

"A girl who was sitting directly in front of me stood up and approached an MP. Assuring the soldier that she intended no harm, she kissed the fingers of her hand, then touched the fingers to the soldier's cheek. As soon as she did this, at least four MP's who were standing near the one who had been kissed, grabbed the girl and dragged her forcibly across the line. She was surrounded by soldiers who handled her with extreme and unnecessary roughness as they dragged her off to the paddywagon. The kissed MP was overheard whispering to his fellow soldiers that "she only kissed me."

Silhouetted against the flood-lit Pentagon, the most determined of the Washington peace marchers take up their night-time vigil. Photo by Caldwell Hahn '70

Cox Publishes Study of Green Count

by Barbara Schiala '69

"The best way to see history is to pin down the movements of an age in one individual, through which one hopes to get a better understanding of the broader issues," said Eugene L. Cox, assistant professor of history, whose recently published Green Count of Savoy (Princeton University Press) is an illustration of this idea.

Subtitled "Amadeus VI and Transalpine Savoy in the Fourteenth Century, the book is the result of five summers spent researching in southeast France in the archives of Chambery and Turin and of winters in Widener Library at Harvard.

"Through the Back Door"

Mr. Cox became interested in Savoyard history as an off-shoot of his Ph.D. thesis, which dealt with medieval Burgundy. While studying a province under the control of Savoy, he became "fascinated with the spectacle of an Alpine family who began as ordinary barons and over the centuries, with remarkable tenacity, gradually became dukes, then kings, of Piedmont, Sardinia, and eventually Italy and fascinated with their ability to survive, surrounded by neighbors so much stronger than themselves."

The first ruler to orient Savoy toward Italy and to stabilize the French frontier, the Green Count caused a turning point in Savoyard history; only during his reign did it become clear that "the destiny of Savoy" would lie in Italy.

Age of Transition

"Then I found Amadeus was a fascinating transition figure between the medieval chivalric ideal and the Renaissance political reality," declared Mr. Cox. "The chivalric ideal might work in feudal Savoy (where everyone else had the same ideal), but in Italy, when he encountered the Visconti, he found he had to adapt." Amadeus retained a "respect for outward forms" but managed to profit from them.

At first, Mr. Cox said, he expected Amadeus to be a "devotee of late chivalry, a Don Quixote"; he discovered instead a "canny political realist who succeeded in fooling all subsequent ages. He managed to do everything right, without sacrificing any political benefits."

Avoid Preconceptions

Mr. Cox pointed out that this was a central problem to all historical research — to attempt to "avoid prejudicing topics with one's own preconceptions."

Another research problem the author encountered was the lack of anything written by Amadeus himself. He thus had to go through an "avalanche of detail" — household accounts, chronicles, and treaties, with his conception of the Green Count changing two or three times along the way.

In the Archives

Commenting on the amazing number of well-preserved fiscal records, Mr. Cox attributed it partly to the stinginess of the mountain peasant which, he continued, also enabled Amadeus to develop a bureaucracy and engage in frequent wars without going bankrupt in a time of inflation and rapidly shrinking real incomes. Even the Green Count's Crusade, generally an extremely costly business, was "the tidiest, most businesslike Crusade you ever saw in your life! They didn't stay a minute longer than necessary." Amadeus had to borrow heavily to earn his reputation as defender of the true faith, but nevertheless was able to pay the debt in a few years.

Noting the general lack of scholarship in the area, especially in English, Mr. Cox speculated that it was mainly caused by the fact that old Savoy constituted an area now divided between France, Switzerland, and Italy, so that patriotic reasons would not cause an historian to be interested. This, added to the travelling and underpaid archival work involved, combined to make The Green Count of Savoy one of the first major works of Savoyard history in English.

Court Deems Cuba Travel Legal, Warns US Citizens Of Hazards

Traveling to Cuba with a passport not specifically validated for travel in that country is not a criminal offense. This decision was made unanimously by the Supreme Court in January 1967.

This decision, United States v. Laub (385 U.S. 475), and others dealing with extradition, nationality, and interpretation of treaties was reported by Miss Ilona S. Evans, professor of political science, in the Judicial Decisions section of the July 1967 issue of The American Journal of International Law.

The case of 58 Americans who travelled to Cuba with valid passports but without special permission to enter a country with which we have no diplomatic relations fell under the Passport Act of 1926, which authorized the Secretary of State "to grant and issue passports."

Valid Passport Needed

The government prosecuted on the grounds of the Immigration and Nationality Act of 1952, Section 215b, which states, "It shall . . . be unlawful for any citizen of the United States to depart from or enter, or attempt to depart from or enter, the United States unless he bears a valid passport."

Justice Abe Fortas interpreted Section 215b as a "border control" statute. As the Americans did possess valid passports, they could not be charged as criminals for violating area restrictions.

Not An Encouragement

This courts decision cannot be seen, however, as a green light for travel to Cuba. "In Zemel v. Rusk (381 U.S. 1, 1965), the Supreme Court upheld the authority of the Secretary of State to refuse to validate a passport for travel to Cuba."

Justification for such travel restrictions are made on the basis of the State Department's inability to provide "normal protective services" for Americans in a country with which the United States does not maintain diplomatic relations.

Switzerland is our protecting power in Cuba, but international courtesy restrains us from asking them to perform embassy functions for wayward travellers in Cuba.

Can Revoke Passport

In addition, although a United States citizen with a valid passport cannot be judged as a criminal for entering a geographically restricted area, the Secretary of State does have the power to revoke his passport subsequently.

Aside from Cuba, area travel restrictions now cover the United Arab Republic, the Syrian Republic, Communist China, and parts of Korea and Vietnam. The ban on travel to Albania was recently lifted.

Miss Evans' Position

This report of the court's decision on Cuban travel was one of the 15 judicial decisions edited by Miss Evans for the journal. The Elizabeth Kimball Kendall Professor of political science, she was elected to the Board of Editors of The American Journal of International Law in November 1966.

The first woman on the board, she is also the sole representative of an undergraduate institution. Editing the judicial decisions section of the quarterly, she selects cases in public and private international law dealt with by international and foreign courts as well as domestic decisions.

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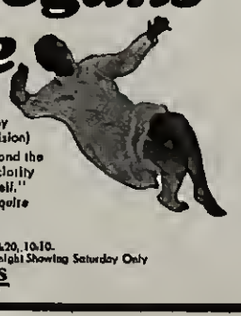
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Service Organization Launches Roxbury Area Tutorial Projects

As midterm report cards are issued to Boston school children, the Wellesley College Service Organization is launching another busy year of tutoring.

This year, several different programs have been arranged with centers in Boston through the efforts of Jan Whitman '69, head of S.O. Tutorials.

Tutors Work in Roxbury

Tutors, about 40 girls chosen on the basis of experience, go into Boston once or twice a week on Tuesday night or Wednesday afternoon. They pay to take the college bus, and are expected to go in even when buses have been cancelled.

Tutors work at two community centers in Roxbury: Norfolk House and Cooper Union. Cooper Union also sends sixth grade boys out to Wellesley for swimming lessons.

In the South End Settlement Houe, Wellesley girls tutor Negro and Puerto Rico students. South End also operates a remedial reading program. However, before the tutors can actually teach, they must receive 20 hours of training in Boston.

Closer to the College, there is a tutoring for METCO students who are bused from Roxbury to Wellesley High School. The biggest problem areas of all groups are math and science, with some demand for languages.

Children come to the community center for help, usually with the recommendation of a teacher or parent. Often it is because they are almost failing a subject and need more individual attention than the public school teacher has time to give.

Tutor as Status Symbol

Tutors regrettably do not have an opportunity to meet with the teachers, and find the school environment difficult to visualize. However, they do receive a short briefing session at the centers, and are free to consult with center leaders if problems arise.

The children who come for tutoring do not represent the lowest poverty level. They are children who have had previous contact with the center, and children whose homes do not disparage the importance of doing well in school. There is the added factor that having a tutor in Roxbury is a status symbol.

Frustration and Reward

Yet one of the biggest obstacles to overcome is apathy on the part of the tutees. It takes persistence and patience to teach them that it is they who must do the work.

The majority of tutors would describe their experiences as extremely frustrating at first, but worthwhile in the end. Meeting with the tutees only 1½ hours each week, girls find it takes time to build up rapport.

In cases where there is no tangible grade improvement by the year's end, there still has been a gain. These children are coming into contact with whites in a personal relationship where color is irrelevant. Thus, the Wellesley tutoring program promotes understanding as well as better grades.

S.O. Gives Campus Halloween Parties

Service Organization's Halloween party, given for children from Wellesley's Community Center, was held Oct. 25. About 25 third graders, dressed in costumes and looking slightly inquisitive about the surroundings, gathered in Slater's living room.

SO members led the group in songs and contests such as pin-the-tail-on-the-cat and eat-the-string-til-you-can-bite-the marshmallow. Popcorn, apples, candy and punch, and many outstretched hands characterized the party.

More Parties

At nearly the same time, Cazenove was host to children from Newton's Community Center. Jeannie Lawrence '69, who arranged for both parties, explained that they were part of the S.O. on campus activities program. She added, "We are planning to have more parties like this one — —a pumpkin carving party (held last Sunday) and, if at all possible, a Christmas party with skits for patients from Boston Medical Hospital. Eventually we would like each dorm to sponsor a party of this type for children from different community centers, hospital patients, the mentally retarded, or some other group."

Mentally Retarded

Children from community centers were not the only ones at Wellesley parties on Wednesday, however. S.O. sponsored a luncheon and scavenger hunt for 20 mentally retarded persons of both sexes over the age of 16 from the Wellesley-Newton Mental Hospital. The three parties at Halloween, Christmas, and Easter that S.O. plans for these patients are often the only ones they have, and they have become "an institution" at the college since their inception a few years ago.

A Part of the Community

"We would like to have more activities of this sort on campus," Jeannie commented, "but in the past we were handicapped by low finances. If the fund drive is successful, we will definitely plan more for the future. This is just one aspect of our program to use Wellesley facilities for the benefit of the community and to get more programs started through which we may help and get to know communities near to us."

Princeton Judges Choose Go-Goers

Princetonian representatives judged 13 Wellesley girls on their go-going abilities Oct. 15. The tryouts were part of a New England wide search for at least 6 girls to go-go on a 15-foot platform for the Prince-Tiger dance during the week-end of the Yale game, Nov. 17-18. The dance will be put on by the Princetonian, the college newspaper.

The judges took a five-day trip to view dancers at Smith, Centenary, Mount Holyoke, Vassar, and Wellesley. Approximately 90 girls tried out for the six positions. Each girl who is chosen will be paid $20 for dancing and will be provided with a date for the week-end.

Platonic Dialogue . . .

(Continued from page 2)

ing achieves unification. Okay? Ergo, departments and majors.

Crime

R.: But that doesn't follow at all. Forcing knowledge into pieces so that the College can publish a tidy catalogue is a crime.

Student! Memorize this bit, study this fragment. You better had, too, because you'll be tested on it whether you like it or not — and given a little mark on paper so that They can fit you into the ever-necessary category: Your brain is filled to level X . . . But, let me ask you, will that filled still be there next month, or next year? The odds are you will have forgotten that stuffing you never found the time nor the effort to apply to your own life-search — just as you will have forgotten a certain human birthright — love of learning.

F.: Hold on, girl, hold on! You don't like it the way it is. All right — what would you suggest?

Suggestion

R.: Organic education. A community of scholars with all the resources of that community opened wide. Teachers teaching what they want to teach. Students learning what they want to learn. Leaving the campus to see a chosen problem area in three dimensions. Discovering on the recommendations of available experts — but no grades, no superimposed departmentalization, forced tests.

F: Down to earth a bit more please. How will students know what particular teachers have to offer?

How?

R.: Professors could advertise their wares. — like in the Middle Ages! Anyone who wants to learn thus and such come to be here and now.

F.: Not feasible, but I'll let that pass. How would you regulate supply and demand? Wouldn't faculty members in more interesting fields be glutted with students while others rotted alone in their offices?

Well . . . um

R.: Well . . . um . . . I think if people were encouraged to explore for themselves, they'd peek into all kinds of questions — and find out that all kinds of fields can be interesting.

F.: You're flying pretty high. I know lots of girls who need "artificial" structure and testing. Most every girl on my corridor will admit that if she weren't forced to study by various pressures, such as grades, she wouldn't study. She'd gad about and have a great time. I'd probably slough off myself. We're not all nose-in-the-books scholars, you know. You say, "Let them learn what they want." Okay. But what about all those very capable, very intelligent graduates who look back on their four years and say, "I'm sure glad I was made to learn what I did. I'm a much better person for it." Their potential would have been lost to society, and lost to themselves.

Human Frailty

R.: I don't think it would turn out like that.

F.: But that's the way it is. Be it known, dear girl, that human frailties do exist.

And another thing you're doing in your ideal non-system system is treating all kinds of learning identically. Doesn't someone studying history need a survey course at the outset so that she can fit what she learns later into proper perspective? And even the most dedicated scientist, especially the most dedicated scientist, must learn in a certain sequence — and must, although this appears to be a dirty word for you, memorize useful formulas. And wouldn't any serious student need testing to find out what she doesn't yet know?

Unfreeze

R.: I never ruled out evaluative procedures. Of course students could "find out where they stand" — but I'd have them find out where they really stand — through informal, voluntary, non-terror testing that evaluated their progress in relation to subject matter, not to their fellow students.

And your science person and your history person would have the freedom to learn what they wanted, utilizing the best possible procedures as these procedures suggested themselves to their teacher-advisers. I think pathways would unfreeze.

In the Air

F.: Sure it sound great in the air. But are "pathways" here at Wellesley really "frozen?" Faculty members and departments are trying new approaches all the time. Your demand for more experimentation might produce another kind of frost. People vacillating between wonderful methods numbers one, two, three, four and five. Spending so much time considering how to learn, that they never got around to learning.

R.: Do you really think so?

F.: I don't know but look I've got to run. I have a 2:50.

R.: Hey, I do too. Um . . . well, think about what I said though.

F.: Yeah. I didn't mean to be so skeptical. You do have some good ideas.

R.: I'm sorry I was so antagonistic. I kind of get excited about The Ideal College you know.

F.: Yeah.

Criticism of Scholarship Work System Centers on Job Demand, Equality of Loads

Twenty-three per cent of the student body now receives scholarship aid, ranging from $100 to full tuition. Each upperclassman on scholarship is required to work 150 hours per year, an average of five hours per week. Students doing 370 or holding major College offices are excused.

Discontent

Complaints about the system are that some jobs are quite demanding, while others are easy; and that girls whose actual gift from the College is small must do the same amount of work as girls on full scholarship.

What is the College's official policy about scholarship work? Miss Anne Marie Spiegel, the College's financial aid officer, explained, "The College believes firmly in the concept of self-help, and that it is appropriate to ask students who are receiving financial support from the College to bear a portion of the cost.

Rationale for Work

"Because of this policy," she added, "work guarantees as well as loans (10 to 20 per cent of the total amount) are built into every award. The policy, of course, precedes me," continued Miss Spiegel, who began her first academic year at the job this fall.

"From my dealings thus far with scholarship work, though, I feel it is both fair and responsible. When you think about it, the amount of self help expected in proportion to the size of the average gift is very small."

Average Amount

The average scholarship for last year's entering class was $1500. This year tuition increased, and the average freshman scholarship was $1800. Of the freshman scholarship recipients, 65 per cent had awards greater than $1500.

Scholarship work carries a credit of $190 a year toward the recipient's tuition. According to Miss Spiegel, this figure will probably increase to "something over $200" next year in accordance with increased Massachusetts minimum wage standards.

Feather-bedding?

What about the complaint that the jobs are not equal — either in effort required or benefit produced? "I honestly don't believe there is any feather-bedding," said Miss Spiegel. "If students weren't doing these jobs, someone else would have to — at additional expense to the college.

"In fact, this year we've had a shortage and could not meet all the requests for work-scholars," she added. The jobs, of course, vary. A girl assigned to one department may have specific duties which require nearly every minute of her time. Another may be needed mainly to be in attendance.

"Girls, however, can request specific departments," explained Miss Spiegel. "They should think in advance about what kind of work they want to do."

Test-case

A test case of this College policy came up this summer. A girl who had been working in Boston was offered the chance to continue the job part-time during the year. She wrote to the scholarship office, asking whether she could pay the school $190 instead of doing her scholarship work.

"Members of the Scholarship Committee debated this question quite carefully, because the decision would set a precedent," said Miss Spiegel.

"We decided not to grant her request for two reasons. First of all her paying the money would not solve the College's labor shortage problem. Secondly, the job in Boston would make no direct contribution to the life of the College," she explained.

More Flexibility — Maybe

Is there a possibility that this system might become more flexible? "Conceivably, yes," said Miss Spiegel. "The committee decided that work scholarships might be made an optional part of an award if the College situation changes so that there is no longer a labor shortage problem. This would not be a violation of the basic philosophy of self-help because, presumably, a student would have to borrow the equivalent amount of money or earn it elsewhere."

What about the complaint that the amount of work required should be relative to the amount of aid received? "A system like that would be impossible to administer," said Miss Spiegel. "The total amount that a girl receives is intended to meet her determined need. Since everyone is paid the same amount for her work, the $190 will be a greater fraction of the total award the smaller the award is.

Little Aid Actually

"Suppose a girl has a $300 scholarship, which is what is usually awarded when need appears to be slight. If she is a sophomore or junior, she must repay 20 per cent of the award — that's $60. She also has to work for $190 more. In other words, her outright gift is only $50. "At this point, a girl may decide she'd prefer to refuse the aid," explained Miss Spiegel. "That's her privilege."

Miss Spiegel plans to meet with all freshman scholarship recipients this year to explain to them about scholarship work and scholarship policies in general.

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ROUND TWO...

Business takes a new look at the issues

ROBERT W. GALVIN/CHAIRMAN OF THE BOARD

Mr. Frederick W. Sayre
University of Arizona
1521 East Miles Street
Tucson, Arizona

September 29, 1967

Dear Mr. Sayre:

During the preceding school year, I gained insight into campus attitudes toward business by exchanging views with seven erudite and articulate undergraduates. They were:
Mark A. Belnick, Cornell University; James T. Hill, Harvard University; Robert Byman, University of Illinois; Edward A. Kokalas and Steven Stelmach, Michigan State University; H. Thomas Fehn, University of Southern California; Larry W. Warner, University of Texas.

This letter-exchange was designed to bring into the open certain negative opinions concerning business. It provided me with an opportunity to respond with thoughts to back up my conviction that business most certainly contributes to society . . . that it offers rewarding, exciting, and honorable careers, as do teaching, the professions, and other worthwhile vocations.

In the discussions it was not my desire to persuade students away from some other worthy career pursuit in favor of a career in business. I say, choose the career for which you are best suited, but make your selection on the basis of factual information.

Questions to me, my answers, and our subsequent dialogue, were published throughout the school year in college newspapers. The exchange stimulated a flow of correspondence from college students, faculty members, businessman, and parents. New questions were [illegible]. Added emphasis was given to issues discussed in the published Dialogue.

The significance of this year-long Dialogue is difficult to assess. I have no precise indication that attitudes on campus toward business have generally modified. But interest in the program suggests that paths for the free-flow of communication between the corporation and the campus are a necessity. It is only through mutual understanding that business will attract a sufficient number of creative, potentially capable young men who are to become tomorrow's leaders.

Let me emphasize "paths" of communication—these exchanges between college students and myself are by no means the only way. The Dialogue program is one positive movement toward a dual objective—the exchange of ideas and views, (1) to generate mutual understanding and respect between campus and business, and (2) to build empathy between those in the professions and other vocations and those who choose business as a career.

The correspondence implied to me that the inadequate two-way communication up to now has resulted in certain misleading impressions of the business world. It indicated also, that some of the negative attitudes are based on existing imperfections in modern business.

There is no denying imperfections in business. Corporations are run by people, and of course, people are subject to errors in judgment. It is my sincere hope that by examining student viewpoints, we will find ways for business to make itself more attractive as a meaningful career. I hope also that bright young college students will view some of the imperfect areas as challenges they may tackle from the inside as they pursue careers in business.

Last year's Dialogists expressed such opinions as:

"The distinguishing mark of the businessman is sameness."
"Corporations strangle talent with organizational inertia, hobble ambition with bureaucratic lethargy."
"Ambition decays into dependence upon seniority."
"Competence becomes clouded by boredom."
"Business makes few worthwhile contributions to society."

Are you willing to take up the exchange of views where the other students and I left off last year? If you are, let's discuss the pros and cons of business on the open platform of your campus newspaper. I'd like to know your thinking and that of your contemporaries. Do you regard business as stimulating, satisfying, rewarding? Or stultifying and unexciting?

May I have your views, on the level?

Sincerely,

Robert W. Galvin

Robert W. Galvin, Chairman, Motorola Inc.

MOTOROLA

ROUND TWO . . . "Don't sell business short," says Robert W. Galvin, Chairman of Motorola Inc. After a unique year-long exchange of viewpoints with students at six colleges voicing campus attitudes toward business in general, Galvin contends that business can truly offer fulfilling, meaningful careers to the better college graduates. ☐ Business—he wrote—is not entirely self-seeking. It contributes substantially to modern society; it is mainstream in American life. It is not dull, dehumanizing, or solely profit motivated, as many believe. ☐ The students' letters expressing their questions and views regarding business, and Mr. Galvin's replies, were published in 29 campus newspapers. ☐ It is with the hope of increasing the understanding and mutual respect between campus and businessmen, as well as among the professions, government, and business, that Mr. Galvin engages in this second year of campus dialogue which he calls "Round Two."

Genetic Researcher Comments On LSD, Chromosome Reports

by Bob Burnett

PORTLAND, ORE. (CPS)—"If you have taken LSD, don't worry," says Dr. Jose Egozcue, a genetic specialist at the Oregon Regional Primate Center, "The drug is not as dangerous as recent publicity has led people to believe."

Egozcue is considered, along with Maimon M. Cohen, State University of New York, as one of the country's most knowledgeable LSD researchers. He has often been quoted in the American press, though he says that many of the warnings sounded against LSD by national magazines are alarmist and false.

Not Always Damage

"I don't think that LSD will cause anyone to get leukemia," he said, "and as long as a mother does not take the drug during the first months of her pregnancy, her child is not likely to have any serious, drug-induced abnormalities."

Not everyone who has taken LSD sustains chromosome damage. "LSD, if taken in small doses, about 150 mics, rarely causes broken chromosomes," said Dr. Egozcue. He said that the number of trips a person has taken is probably not important, it is the size of the dose which determines the damage, if any. "LSD is not addictive," he added, "but it can be habit-forming, like tobacco."

Man in the Street

Dr. Egozcue, a young man who is not afraid to answer truthfully, some of the questions which plague LSD users, is a pioneer in the field of relating chromosome damage to LSD.

He is a well-know personality to Portland's drug-using community, both hippie and straight, because he has circulated among them, taking blood samples out of their arms. So far over 80 persons have volunteered blood. Their LSD experiences vary from only one trip to more than 100 LSD trips.

One Chromosome Damaged

"I'm looking for chromosome damage," he said, "and LSD does cause at least one chromosome, Philadelphia One, found in circulating blood cells, to become broken." (This condition bears some resemblance to leukemia, but is not leukemia). "As far as I know, Philadelphia One breakage will not cause any permanent or lasting damage." He added that the condition would probably disappear in about 10 years after the last LSD dose.

Dr. Egozcue is one of the few researchers in the country to take blood samples from LSD users "from off the street." "I sample those who take drugs just for kicks; most LSD research is done on persons who take the drug under laboratory controlled conditions. I get a much bigger variety."

Honest Man

Dr. Egozcue comes off as an honest man. As a medical researcher he is convinced his work may be a valuable contribution toward unlocking the "secrets" of LSD. He is scrupulously careful in his experiments, as only a man who loves his work can be. To the persons who volunteered blood samples, Dr. Egozcue has proven he can be trusted to keep their identities anonymous.

"I wouldn't take it myself," he said of LSD, but he believes the dangerous aspect of the drug has been inflated by many popular periodicals. He said, "No one is sure how much damage, if any, the drug causes in brain cells, and nobody really knows, in the brain, what is psychological and what is physiological."

He said there could be a relationship between "bad trips" and brain cell damage, but nobody really knows. He said in his own field, chromosome research, his work is still in an infant stage. At any time he might discover that LSD does do permanent or serious damage to humans.

Helicopter Travel Could Ease Pain of Commuting to Logan

Whether or not Wellesley students will be commuting by helicopter to Logan Airport and Cambridge in the near future depends largely on the residents of the town of Wellesley.

There has been talk among College administrators about the advantages of allowing a helicopter charter service to land on the campus and to taxi passengers to Logan. In addition, helicopters might solve the transportation problem generated by cross-registration with MIT.

Air Travel Faster

Air General, Inc., a helicopter-charter service with routes between several suburban towns and Logan, charges $20 per person round trip, or $12 one way. Their helicopters can carry four passengers and 250 pounds of luggage, and can make the Wellesley-Logan trip in seven to 13 minutes.

Wellesley's business manager, Robert J. Schneider, says, however, that the town planning commission "looks askance on granting permission for a heliport." A heliport would have to be located as far as possible from residential areas, and a public hearing would probably be held before a permit could be granted.

The College has little land, he said, which would meet all the requirements for a heliport. It would have to be 100 by 100 feet, according to Air General, as far from houses as possible, yet not too far from College buildings. The Hunnewell acres are large enough, but they are not flat, and are at an inconvenient distance from the center of campus. All conveniently-located land is too close to town residential areas.

Schneider sees helicopters as "certainly a time saving solution but also a very expensive one." To establish a regular helicopter service between Wellesley and Cambridge, the College would either have to rent the use of a helicopter or buy one of its own, which would then involve the services of a pilot, mechanic, etc.

Still a Dream

A new, single-engine jet helicopter would cost about $95,000. It would be capable of traveling at 125 to 130 mph and carrying four passengers. An eight-to-ten passenger copter would cost between $375,000 and $400,000 if purchased new.

Other transportation alternatives are bus and railroad shuttles. A railroad track near the MIT campus connects to the line through Wellesley. "Of course it's still a dream," said Schneider, but there is that possibility of establishing a direct train service.

Violence of "Bonnie and Clyde"...

(Continued from page 3)

a commendable grasp of what is or what has been.

Bonnie and Clyde is no allegory. If one wants to conclude that "crime doesn't pay," it is only to satisfy one's own moral impulses.

Just What, Then?

Where are we then? In Bonnie and Clyde it doesn't really matter, except for the drawling accent and the caricature of the simple life in the Southwest during the depressing '30s.

Bonnie Parker lives in a small town with her mother; she is a bored waitress-slut figure just waiting, it seems, for the challenge Clyde Barrow offers in his alarmingly-attractive existence ("I rob banks") as well as in his impotency ("I told you I weren't no lover."). The challenge is conveyed strangely by Beatty and accepted elusively by Faye Dunaway, but somehow or other, it is extremely credible that indeed Bonnie would take off with Clyde in his car; stop in town; leave in yet another "tin Lizzie;" and later be absolutely furious when he is unable to rob a bank because the cashier simply laughs at him and reports that the bank failed weeks ago. No one tried to explain to Bonnie's motives; no one should.

And . . .

That's the beauty of the whole thing. Where else have you been able to identify so completely with the femme fatale of the Barrow gang, or — on the other side of the car — with the leader of the gang himself? This total involvement precludes the evocation of any pity, sympathy, or judgment.

Again, this is the art: the totality of the experience which obviates itself in every ride through the country, in the slurs over the bedroom scenes; from the "I didn't mean to hurt him, really" to the "What church was your father affiliated with?" of good old C.W. Moss (who, incidentally, is just plain funny!). Michael J. Pollard is a marvelous dupe who unwittingly survives the Barrow family fate.

Ludicrous Sidekicks

Offsetting the dynamics of Bonnie and Clyde are the easily dismissed, but vitally ludicrous Gene Hackman and Estelle Parsons, who play Burt and Blanche, Clyde's brother and his wife. She screams well. And you grow to hate her just as intensely as Bonnie does. Just plain in-laws. That's all. They die, rather violently, too, but neither you nor Bonnie nor Clyde can spend much time or thought lamenting the dubious misfortune.

For now there is the hypothetical situation to contemplate. What if they (you) could wipe the slate clean and begin again? The futility of such thought is made quite clear in the dialogue between Bonnie and Clyde. "Once a criminal, always a criminal," quoth the cynic. Meanwhile, you slowly realize, with Bonnie, that it never would have been any different.

Bonnie and Clyde are both horrified and ultimately destroyed by violence — the violence which is their life, their day-to-day, undefined raison d'etre. Yet the movie does not comment on the inevitability of it all. Never does the expected happen.

Violence and Laughter

The impact of the movie embodies laughter and violence and their rapid fire succession in the lives of two very real people and in the very real adventures of the entire Barrow Family Gang.

The laughter does not disrupt the intensity of the violence; why should the violence obstruct the laughter? The controversy caused by the film centers upon this dichotomy and viewers' inability to resolve it. It is an inexplicable juxtaposition, but more importantly, it is an essentially successful one. The creators of Bonnie and Clyde deserve commendation for creating so unique and refreshing, if controversial, a picture.

I left the Halloween party early. "Bonnie" and "Clyde" were still there, complete with blood stains and bullet holes. I cannot forget how real that blood looked. Just as I will not forget how beautifully real Bonnie and Clyde seemed.

Cancer Society Cites Wellesley Student For Outstanding Research This Summer

Geraldine Kelleher '70, was recognized as one of six Massachusetts college students who participated in the Alvan T., Viola D. Fuller/American Cancer Society Junior Research Fellowship Program. Dr. Gerald G. Garceion, President of the Mass. Division the American Cancer Society, made the presentation Oct. 24 at the 22nd Annual Meeting.

The students, all from colleges which are not associated with a medical school, teaching hospital, or major research facility, spent the summer of 1967 working with senior cancer investigators at well known cancer research centers. The program, given top priority by the Society's Research Committee, is designed to introduce promising science students to the atmosphere of working in a research institution, thereby training them earlier for careers in research fields.

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